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ABSTRACT

This packet is the last of five developed as a set of self-appraisal instruments with which teachers (and others) can systematically examine their instruction methods in communication skills. The packet contains forms for teachers, students, administrators, and parents, addressing two levels of specificity: responses to the overall communication skills program and responses to a teacher's practices and policies within a single kind of class situation. This survey on sustained silent reading is divided into ten sections as follows: (1) reaching for school improvement, (2) administering the teacher survey, (3) teacher response form, (4) tabulation guide outline, (5) tabulating responses from the teacher survey, (6) administering the student survey, (7) student response form, (8) administering the parent and administrator surveys, (9) administrator response form, and (10) parent response form. (HOD)

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Communication Skills

PCRP ASSESSMENT SURVEY V

Sustained Silent Reading

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for the
Pennsylvania Department of Education

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Winter 1982 Working Edition

The Goals of Quality Education

This publication directly addresses the goal of communication skills.

The Planned Course

This assessment survey should assist those designing planned course in identifying objectives, content, expected levels of achievement and evaluation.

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Bureau of Curriculum and Instruction
David Campbell, Director

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PREFACE

This is the fifth of five survey packets developed for the purpose of gathering accurate, detailed data about instruction in communication skills in a single classroom or course. These packets were designed for language arts teachers, English teachers and all other teachers engaged directly in teaching communication skills as well as for their students, the parents of their students, and their administrators.

The five PCRP assessment surveys parallel the critical experiences of PCRP:

Assessment Surveys*	PCRP
Survey I - Literature	Response to Literature
Survey II - Written Composing	Oral and Written Composing
Survey III - Oral Composing	
Survey IV - Language Proficiency Development	Investigating and Mastering Language Patterns.
Survey V - Sustained Silent Reading	Sustained Silent Reading

Before a new curriculum is developed or an old one revised, those involved should have knowledge of the current operational curriculum at their school or district. One way to obtain that knowledge is through assessment surveys which are comprehensive, but not prescriptive. These surveys must be designed in a way that those who take the time to answer them find personal benefit in the activity and are confident that the completed forms will yield accurate and beneficial information to curriculum planners. For the individual respondent, these surveys are a vehicle for reflection and learning - actively involving them in the reconstruction of their instructional program in order to know and understand it better. With an understanding of what they are doing, what their expectations for student learning are, and how in practice they define their area of instruction, they should be able to evaluate their instructional programs and plan improvements.

Although the surveys are vehicles for individual teachers to examine and reflect upon their own curriculum design and instructional strategies, they are also valuable tools for schools engaged in LONG RANGE PLANNING FOR SCHOOL IMPROVEMENT. If a school or district decides that its priority goal is communication skills, the use of these surveys with their staff can provide a base of data from which to proceed. Analysis of completed surveys should yield information concerning purposes, practices, emphases, use of materials, evaluation of students, and program support.

For further information about or assistance with these surveys, contact either of the following:

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*Each of the surveys has four separate forms, each for different respondents: teachers, students, administrators and parents.

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This is a working document to be used by the Department with schools and school districts across the Commonwealth. It is subject to further evaluation and revision based upon the outcomes of implementation activities.

I. REACHING FOR SCHOOL IMPROVEMENT: THE PCRP ASSESSMENT SURVEYS

School Improvement is the major educational effort for the 80's in Pennsylvania. As part of that effort considerable attention has already been focused on the assessment of students' skills or competencies including such statewide efforts as Project 81 and the EQA. At primarily local levels, curriculum revision emphasizing the content of the curriculum is an ongoing process of change reflecting current perceptions of what is and is not important for students to learn. While both of these kinds of efforts have the potential to influence the general pattern of education that children receive, they ignore to a large extent the most immediate influence on students' school learning, the classroom situation, and the person who substantially determines what happens there, the teacher.

Anyone familiar with elementary or secondary school teaching quickly realizes that John Donne's famous assertion that, "No man is an island entire of itself;" hardly describes the daily professional reality for most classroom teachers. How often do teachers have people visit their classrooms with the primary purpose of helping them improve as teachers, that is, to help develop and refine their skills as a language arts or English teacher? If the situation is typical, the answer is, "Never!" This is not to say that teachers have not been "observed" or "evaluated" by someone, for certainly some form of regular teacher observation and evaluation seems to be part of the operating procedure in nearly every school district. But observation and evaluation procedures are substantively different from "supervisory" strategies aimed at teacher improvement. What then are the means for helping classroom teachers improve what and how they do in the classroom?

The availability of professional journals and texts as well as various professional conferences and workshops provides two very important kinds of resources for teachers interested in improving their work in the classroom. Hopefully, these will continue to exist especially as ways for teachers to expand their views about successful teaching approaches. Yet, reliance on these kinds of resources alone will not likely alter significantly either the overall quality of instruction or the pattern of instruction for individual teachers. To change anything sensibly requires more than an idea about and a commitment to a new practice or policy; it also requires an understanding of the practices and policies already in place, an understanding of what will be replaced in classroom procedures, and an understanding of what the "new" pattern of instruction will be. That is, it is nonsensical to believe that one can introduce something new into instruction without eliminating something that already existed or that introducing a new policy does not alter the overall pattern of instruction. Indeed, a prevailing dilemma for most teachers wanting to introduce some change in instruction is determining what to remove from the existing pattern, when to introduce the new practice, and for whom and how.

These latter kinds of determinations almost necessarily need to be made at a local level within a school, at a specific grade, or by the teacher within a particular class. To begin these determinations systematically, however, still requires an understanding of what already is in place, i.e., what the existing practices and policies are for the individual teacher or for all the language

arts and English teachers working with a particular grade level or at a particular school. A fundamental problem at this stage, however, is how to obtain a comprehensive view of current practices and policies in any class.

Operationally, there are two basic means for obtaining detailed information about classroom practices and policies: (1) from a skilled observer recording what happens, and (2) from the teacher directly through a self-report process. Historically, neither of these has been very successful. Direct observation is time consuming and very expensive, and both of these factors have limited the frequency with which this approach has been used and the overall meaningfulness of information obtained. Teacher self-report is more practical but suffers from consistently low reliability. That is, as carried out, the self-report process has generally shown that teachers are not very good at accurately describing what they do. It is important to note, however, that underlying both of these approaches is the lack of any comprehensive mechanism to observe or report practices and policies specific to the teaching of language arts or English. Observers have had to rely on general observational instruments such as the Flanders Interaction Analysis and teachers in the self-report process have usually been asked to characterize only their overall pattern of instruction rather than the specific practices and policies in particular classes.

It was with these problems clearly in mind that the Pennsylvania Department of Education began a project dealing with the delineation of practices and policies in communication skills instruction. Specifically, the intent was to have developed a set of self-appraisal instruments with which teachers and others involved with influencing the quality of communication skills instruction could examine systematically what they were doing as part of or in support of that instruction.

1. Selecting the Audience

One of the first decisions made was to develop separate instruments for each of four key audiences - the classroom teacher, students, school administrators, and parents.

As noted at the beginning of this section, sensible strategies for school improvement must begin with an understanding of what is already happening within individual classrooms. While the availability of materials, the existence of curricular goals, and the presence of competency tests as well as the attitudes and approaches taken by parents and administrators each can influence the overall nature and quality of instruction, it is the classroom teacher who plays the pivotal role in determining what kinds of learning opportunities will be available in the classroom.

While it is certainly true that communication skills teachers play the crucial role in determining what happens within the walls of their classrooms, it is also true that students, administrators, and parents can and probably ought to be supportive of teachers' instructional efforts.

The PCRP Assessment Surveys represent a direct effort to provide administrators and parents with a means to consider the extent to which they do or could play constructive roles in the Reading and Communication Arts Program in

their schools. The student surveys also represent a direct effort to provide communication skills teachers with means for validating their own perceptions.

Activities listed on the student response forms were carefully selected from the longer detailed teacher forms to represent a thorough sampling of the various categories in each critical experience domain. Students respond on the forms only in terms of the frequency with which the activity occurred in their class during the year.

Everyone views events and processes from particular points of view; at times, everyone sees what he/she wants to see not necessarily what is. The compatability of the teacher and student response forms (i.e., that they use the same type of response format and that the content on the student form is tied to that on the teacher form) enables teachers to validate their own perceptions about what is happening in their classrooms. When the teacher's perceptions of his/her classroom activities and students' perceptions of those behaviors are reasonably consistent, that teacher can be confident in the accuracy (or validity) of his/her self-perceptions. When those perceptions are drastically different, the validity of the teacher's or the students' perceptions becomes open to question. Lack of validation, however, does not mean that the teacher is doing something wrong. It means only that the teacher and the students differ considerably in their perceptions about what has been going on in the class and that further examination and reflection is needed.

Thus, although the teacher self-report instrument is by far the most comprehensive, the student, the administrator and the parent surveys reflect a set of practical and important supportive behaviors and, indirectly at least, encourage the inclusion of those potentially influential groups in the overall school improvement process.

Rigorous self-examination is seldom either a pleasant or a simple process. Yet, the encouragement of such behavior on a regular basis by those directly influencing classroom instruction appears to be a crucial ingredient for continuing school improvement.

2. Specifying the Purpose

A second decision was that the self-appraisal instruments were to be descriptive rather than prescriptive or evaluative. With the teacher form, for example, the intent was that, whether the instrument was to be used by the teacher alone, by the teacher as part of a group at a grade level or school, or by the teacher in conjunction with the supervisory efforts of a department chairperson, principal, or curriculum coordinator, it was to describe classroom practices and policies not dictate them. It was to provide an information base for teachers from which they could make intelligent decisions about the nature of their classroom instruction. In that sense, the responses in themselves do not direct change. Rather, the motive for change must come when teachers decide that the existing pattern of instruction is either internally inconsistent or is inconsistent with what they perceive to be the appropriate priorities or values for that class or school. A basic "GIVEN" is that those priorities or values will differ from class to class, teacher to teacher,

school to school, and district to district. Thus, the assessment surveys provide a base of information from which decisions can be made at the individual class, school, and/or district level.

3. Relationship to PCRP

A third key decision was to coordinate the self-appraisal process at least conceptually with the existing framework of the Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP). Although the new self-appraisal instruments are not in any way direct assessments of PCRP or restricted to teachers implementing PCRP, the idea of the four critical experiences (Respond to Literature, Composing: Oral and Written, Sustained Silent Reading, and Developing Language Proficiency) provided the organizing base for the new self-appraisal instruments.

4. Focus of Instruments

A fourth decision was to strive to make the instruments comprehensive rather than cursory. One ramification of that decision was the realization that a single general instrument was out of the question. There was simply no way to elicit a detailed description of instructional policies and practices in each of the four broad PCRP-related areas across grade levels through a single instrument without having that instrument absurdly long. As a result, it was decided to develop five separate assessment surveys, one each for Responding to Literature: Written Composing: Oral Composing; Developing Language Proficiency; and Sustained Silent Reading. Separate forms for elementary teachers and secondary teachers were not developed because, quite surprisingly, there was no sound empirical base upon which to determine that certain kinds of practices and policies would be restricted to one level or the other. Thus, the resulting detailed teacher forms for each area, while still lengthy, are available for use by elementary and secondary teachers of communication skills. Moreover, if there is the opportunity for researchers to compare response patterns from teachers across grade levels, and/or across schools, we may finally begin to get a much greater understanding of the overall patterns of communications skills experiences for children as they move through our schools. That is, we may be able to extend our current understanding based largely on inference from curriculum guides, textbook use, and informal teacher comment with more concrete details about instructional decision-making and in-class behaviors.

5. Straight Forward Language

As work on the various PCRP Assessment Surveys progressed, a number of operational decisions were made about format and approach. Foremost, I believe, was the decision to make every effort to be jargon-free. This was no trivial matter nor has it been particularly easy to accomplish. To a certain extent, every profession has a technical vocabulary relatively unique and special to that profession. Competent individuals in that profession are expected to know, understand, and use that vocabulary. The problem is determining what indeed is part of the on-going professional vocabulary and what is

professional-like jargon. In any case, efforts were made to keep the language in the surveys specific and straightforward with a full awareness that lack of conciseness was a possible companion.

6. The Two Layers of Specificity

Although earlier self-appraisal efforts had asked teachers to respond about their general classroom practices, the decision made with the PCRP Assessment Surveys was to have each teacher respond in terms of a specific teaching assignment. At the beginning of each survey, the teacher is asked to specify a typical recent grade level assignment and to identify what general type of student grouping procedure (e.g., academic, vocational, heterogeneous, etc.) characterized that assignment. All subsequent responses on the survey are then in terms of his/her practices and policies in the kind of class identified. Thus, there are two separate layers of specificity:

- Responses are focused on behaviors specific to clearly identified aspects of the overall communication skill program (i.e., Responding to Literature, Written Composing, etc.).

- Responses are focused on a teacher's practices and policies within a single kind of class situation.

Each of the detailed teacher forms is subdivided into sections related to what appear to be distinct components of instruction in that area. In PCRP Survey I: Practices and Policies in Responding to Literature, for example, there are ten main sections:

I. Background Information
II. Types of Inclusion
III. Purposes for Literature Study
IV. Selecting Literature for Study
V. Pre-reading and Pre-viewing Practices
VI. Encountering the Literature
VII. Responding to Literature
VIII. The Response Environment
IX. Evaluating Students' Knowledge About and Understanding of Literature
X. Supporting the Response to Literature Program

Completing all ten sections of the survey takes approximately 25-30 minutes. While it seems sensible to complete an entire survey at one time, completing individual sections permits a teacher to focus on special sections at different times during the year. For example, an 8th grade teacher especially concerned about using a variety of prereading activities might complete Section V of PCRP Survey I after each unit of instruction in each class as a means for monitoring both the variety and the frequency of these kinds of activities while another teacher working with 5th grade students might focus attention on the range of students' opportunities to respond to literature and use Section VII of the survey as a weekly check or guide. Once again, there is no one way for teachers to use the Assessment Surveys. The main thing is that they are available for teachers to use constructively as part of a systematic self-improvement process.

In contrast to most self-appraisal surveys, the PCRP Assessment Surveys also include an organizational structure within each section as well as within each survey. In PCRP Assessment Survey II: Practices and Policies in Written Composing, for example, Section V: Prewriting Activities including 18 separate items reflecting five major clusters of prewriting activities: (1) Verbal Interactive Strategies such as leading a discussion with students about a topic and leading a "brainstorming" session about a range of writing topics; (2) Model and Form Strategies such as presenting students with professional examples or using other students' work as models; (3) Self-generated Notes Strategies such as using sustained writing or journal writing activities; (4) Direct Experience Strategies such as taking students on guided field trips or using dramatic enactment situations; and (5) Mediated Experience Strategies such as using films or movies about a topic or relying on students' extensive reading. It is important to note here that the range of items in each section does not mean that every teacher should be using every kind of activity or procedure. Rather, the array of items provides a perspective from which the teacher can decide whether the pattern of practices and policies in that area is reasonable for the kind of class identified and whether that pattern is consistent with perceived school and district goals and priorities.

7. Defining Response

Finally, it was decided that the common practice of having individuals respond to items with simple yes/no indications was insufficient. It does seem to matter whether a practice or policy is done once or twice a year or done regularly. As a result, individuals are asked to respond to most of the items in terms of the frequency with which they do that kind of behavior in the kind of class identified. Specifically, teachers are directed to respond to items as follows:

0 = Never	- means that this is not something done in the type of class identified
1 = Infrequently	- means that the behavior is done no more than 3 or 4 times a year
2 = Sometimes	- means that the behavior is done at least 5 or 6 times a year but not as a regular practice
3 = Regularly	- means that the behavior is done throughout the year as a regular practice

The student, the administrator and the parent forms include a similar response format. Once again, this kind of response format in itself makes no judgment about whether an indicated frequency is or is not "good." That kind of judgment must be made by the individual according to perceived priorities, values, and goals set at the local level.

8. Final Thoughts

I have attempted here to describe some of the background leading up to the development of the PCRP Assessment Surveys and some of the main features of the surveys themselves. In particular, responses from teachers completing initial drafts of the detailed teacher surveys have been very encouraging.

Not only does it appear that completing the survey nurtures self-examination, but it also seems that the surveys provide for teachers very detailed catalogues of an extensive range of teaching activities organized into clear and understandable categories. In a very real sense, each survey is a framework for helping teachers understand how parts of various strategies and approaches interrelate and a basis for helping them integrate new ideas and techniques into a coherent instructional pattern.

II. ADMINISTERING THE TEACHER SURVEY

The Teacher Surveys in each of the five domains of PCRP are lengthy; each takes between 25 and 30 minutes to complete.

In-person administration to a group of teachers is preferable to an independent or self-administered use of a survey because: (1) questions about the meaning of particular items can be dealt with immediately, and (2) teachers can be reminded at several times to keep a single class in mind when they respond to items. This latter point is extremely important since it is the focused context for response that makes this kind of survey process meaningful and reasonably accurate. This does not preclude individual or self-administration nor is it intended to minimize the value of completing a survey for the individual. It is simply to indicate that group administration is more efficient, especially when there is interest in group, school, or district patterns to instruction.

When dealing with questions about individual items, it is useful to clarify what a term or a procedure means generally, including the use of an example or illustration. However, extended definitions or examples or biased explanations (i.e., explanations which clearly reveal that the person administering the survey either approves or disapproves of the activity) should be avoided.

It is helpful to remind teachers while they are completing Sections 1 and 2 that they should focus on their practices in a single class-section during the year and that they should not be concerned that their "estimates" of time allocation will not be exact. The recording of a reactive impression about time seems to yield rather accurate estimates. In general, it is helpful to have the teachers respond quickly to items throughout the survey rather than spend time pondering how many times exactly they used an activity during the year. The focused nature of the domains, the focus on activities within a particular class section, and the emphasis on rapid response contribute to an accurate self-report system.

A frequently asked question from teachers taking the survey deals with multi-purpose activities -- i.e., What do I do when I have my students doing oral projects in literature study -- is that oral composing or response to literature time? or, When I use literature to stimulate writing, do I count that as literature study time or writing instruction time? If activities involve effort in more than one domain, it is perfectly reasonable to tabulate that effort in each domain. As a result, it is possible to have the estimate of time devoted to different domains of instruction in English/language arts exceed 100 percent for the sum of the five PCRP domains. In a very real sense, the presence of multi-purpose activities is a good indicator of the teacher's sensitivity to and skills in the integrating of learning activities within the curriculum.

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III. PCRP ASSESSMENT SURVEY V: TEACHER RESPONSE FORM
Sustained Silent Reading

I. **Background Information**

1.01 Name or Identification Code Number _____

1.02 Number of Years Teaching Experience _____

1.03 Highest Degree Attained _____

1.04 If you teach at more than one grade level, please select only one as the basis for your response on this survey.

Grade Level _____

For all remaining questions, answer in terms of a "specific" class at that grade level.

1.05 Type of Class:
- _____ Academic (also high, advanced, college preparatory, etc.
- _____ Low Ability (also slow, remedial, non-college preparatory, etc.)
- _____ Vocational (also business, technical, etc.)
- _____ Heterogeneous (also mixed ability, regular, general, random, etc.

1.06 For the type of class you have identified, what is the average length of a class period in Language Arts/English? (Note: Do Not include time set aside formally for Beginning, Developmental, or Remedial Reading instruction.)

_____ min. per day.

1.07 Please identify below how much time you allocate specifically for sustained silent Reading (SSR) as part of your language arts/English program in the type of class you have identified.

- _____ (a) I do not allocate specific time for SSR in the type of class identified.
- _____ (b) I usually allocate specific time in class for SSR less frequently than on a once a week basis.
- _____ (c) I usually allocate specific time in class for SSR at least once per week but not as often as every day. Overall, this time averages about _____ minutes per week.
- _____ (d) I usually allocate specific time in class for SSR at least once each day. Typically, this time averages about _____ minutes per day.

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1.08 Please identify which of the resources listed below are available in your teaching situation.

_____ (a) a neighborhood or community library in your area
_____ (b) a school library
_____ (c) a classroom library

IF YOU CHECKED (c) or (d) IN ITEM 1.07 ON PAGE 1, PLEASE COMPLETE THE REMANDER OF THIS SURVEY.

1.09 For Sustained Silent Reading periods, my students: (check one or more)

_____ (a) bring to class whatever they choose to read.
_____ (b) may bring their own selections if they wish to but selections are also available for them in the classroom.
_____ (c) may bring their own selections if they wish to or may choose from selections in the school library.
_____ (d) must choose from among selections available in the school or class library.

1.10 If you indicated above that you have a class library for use during SSR periods, please indicate from the list below those kinds of selections that you have in class.

_____ (a) literature similar to that in the school curriculum
_____ (b) textbook similar to those in the school curriculum
_____ (c) stories or poems on high interest topics or themes for individuals my students' age (e.g., romance, science fiction, horse stories, gang stories, etc.)
_____ (d) selections adapted for individuals with reading abilities similar to those of my students
_____ (e) currently or recently popular fiction and non-fiction
_____ (f) traditional literary selections different from those in the curriculum
_____ (g) stories or poems about mythological or "folk" characters
_____ (h) fiction or non-fiction about historical characters or events
_____ (i) fiction or non-fiction about contemporary personalities
_____ (j) fiction or non-fiction by or about individuals from different racial or ethnic groups
_____ (k) fiction or non-fiction by or about girls or women
_____ (l) fiction or non-fiction by or about people from other countries or cultures
_____ (m) books about careers and occupations
_____ (n) works on hobbies or crafts
_____ (o) self-development or self-help books (e.g., on auto repair, plumbing repair, physical training, understanding the self, etc.)
_____ (p) current newspapers or popular magazines
_____ (q) newspapers or magazines intended for students at that age level
_____ (r) non-fiction about topics in science and/or technology

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_____ (s) non-fiction about topics in the arts and/or humanities
_____ (t) non-fiction about current social, economic, political, and/or environmental issues or problems

_____ (u) other _____

_____ (v) other _____

_____ (w) other _____

_____ (x) other _____

_____ (y) other _____

_____ (z) other _____

DIRECTIONS FOR COMPLETING THE REMAINDER OF THE SURVEY.

You will be asked to respond to a number of statements relating to different aspects of practices and policies within your sustained silent reading program. Please use the following key in making your responses:

0 = NEVER - means that this is not something that you do in the type of class identified.
1 = INFREQUENTLY - means that while this is something you may do during the year, you do not do it very frequently (three or four times a year or less).
2 = SOMETIMES - means that this is something you may do at least five or six times during the year but not on any regular or consistent basis.
3 = REGULARLY - means that this is something that you do as a regular or consistent part of your work with SSR.

PLEASE PLACE THE NUMBER INDICATING YOUR RESPONSE IN THE SPACE TO THE LEFT OF EACH STATEMENT.

II. As a means of stimulating students' interest in works they could read during SSR periods, I:

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

_____ 1. talk informally to the class about characters or themes in various books.
_____ 2. read opening pages or sections of stories orally to my students.
_____ 3. give students background information about a selection or author.
_____ 4. show films or filmstrips about various books or authors.
_____ 5. play recordings related to various books or authors.
_____ 6. give students professionally prepared or teacher prepared "reviews" of various books.
_____ 7. show illustrations or develop displays about different books or authors.
_____ 8. have students talk to the class about their reactions to books that

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they have read recently.

____ 9. have students do dramatic readings from books that they have read recently.

____ 10. have students do improvisations of scenes from books that they have read recently.

____ 11. have students share their written "reviews" or advertisements of books that they have read recently.

____ 12. have students prepare illustrations or visual displays about the authors, themes, characters, settings, etc., in books that they have read recently.

III. When students are engaged in sustained silent reading periods, I:

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

____ 13. hold conferences with individual students about the SSR period work that they have been doing.

____ 14. hold conferences with individual students about other aspects of their academic work in my class.

____ 15. conduct other instruction with students not engaged in the SSR period at that time.

____ 16. move about the class providing informal assistance to individual students as appropriate.

____ 17. participate in sustained silent reading myself.

____ 18. do other school or curriculum related tasks.

IV. As part of the way I ask students to respond to the reading they do during SSR periods, I have them:

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

____ 19. keep a record of interesting or new words encountered in the work.

____ 20. write personal reactions in a journal or diary.

____ 21. write informal letters or "essays" about aspects of the work.

____ 22. write formal essays expressing their analysis or interpretation of the work.

____ 23. write a formal report describing the events that take place in the work.

____ 24. write research reports on topics related to the work.

____ 25. prepare written "reviews" of the work for other students.

____ 26. write original stories, plays, or poems related to the work.

____ 27. give oral reports to the class about what happens in the work.

____ 28. give oral reviews or reactions to the class about the work.

____ 29. prepare and give to the class dramatic readings from the work.

____ 30. prepare and do for the class dramatizations of scenes or issues related to the work.

____ 31. develop for the class media presentations related to the work.

____ 32. select and share with the class responses to the work incorporating art, music, and/or other art forms.

____ 33 create illustrations or models reflecting events or scenes in the work they have read.

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V. I assess my students' work during sustained silent reading periods by:

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

_____ 34. keeping a record of the number of selections they read.
_____ 35. keeping a record of the types of selections they read.
_____ 36. keeping a record of the types of responses they make to the different selections they read.
_____ 37. evaluating their performance on required written responses to the works they have read.
_____ 38. evaluating their performance on required oral responses to the work they have read.
_____ 39. evaluating their performance on students' media or media-related responses to the works they have read.
_____ 40. having them take tests on the content of the reading they have done.
_____ 41. having them complete attitude inventories about the works they have read.

VI. I help support our sustained silent reading program by:

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

_____ 42. making recommendations about reading materials to the school and/or local librarians.
_____ 43. recommending to parents the variety of reading materials that would be of interest to their children.
_____ 44. encouraging parents to set aside specific times at home for family participation in regular sustained silent reading.
_____ 45. informing parents about ways that they can increase the amount and variety of reading materials available for use at home.
_____ 46. informing parents and students about appearances locally on television and/or radio of authors or other personalities supportive of active reading habits.
_____ 47. participating in training programs intended to help parents enhance their understanding of the reading process and of the kinds of things parents can do to support reading development.
_____ 48. taking part in available teacher development opportunities such as in-service programs, college courses, and professional workshops dealing with reading development.
_____ 49. informing school administrators about the realistic needs for a good classroom reading environment.
_____ 50. reading new books that may be of particular interest to students like those in my classes.
_____ 51. reading new books and/or articles dealing with effective ways of using SSR in the classroom.

IV ASSESSMENT SURVEY V: FOR THE TEACHER RESPONSE FORM

The Tabulation Guide Outline

Each of the PCRP Assessment Survey for the Teachers is intended to represent a comprehensive listing of behaviors in a particular domain of the Reading and Communication Arts Curriculum. In the examination of the vast array of potential teacher activities, it was evident that, in a number of instances, individual behaviors were closely related in form and function. The framework of those forms and functions, then, was useful in organizing the presentation of items in the individual surveys and provides a coherent base for making sense of the data available from these surveys.

Each of the Tabulation Guides identifies major Sections of each Survey. Section 1 in all cases includes items which ask for general background information. Other Sections in the surveys then focus on the broad but important dimensions of instruction in the survey domains. Within Sections, items are clustered into Factors according to the extent to which they have functional similarity or contribute to illuminating a single classroom feature. Although the labels for Factors are quite arbitrary, they are intended to describe the essential functions of features of the two or more behaviors included within them. For example, Factor 5 in the Responding to Literature Survey has the label, Transmit Cultural Tradition. There are many who see the transmitting of a cultural tradition as one of the major reasons for including literature in the school curriculum. Items 3, 9, 13, and 16 in the Responding to Literature Survey are purpose statements reflecting that particular kind of orientation to literature study. The teacher's responses on items 3, 9, 13, and 16, therefore, can be clustered together and identified as a general indicator of that teacher's commitment to the "transmitting of a cultural tradition" as a central purpose for literature study in his/her class.

The Tabulation Guide Outline is presented here only to assist individuals or groups in extending their self-reflection on their teaching practices and policies in particular domains within the Reading and Communication Arts Curriculum. The analysis of responses by Factors or Sections according to the Outline is not mandatory but can help to highlight patterns of decision-making and practice within a single class, by teachers at a particular grade level, by teachers in a particular school, or by teachers throughout a district. Further details about carrying out these kinds of analyses are provided in the section, "Tabulating Individual and Group Data."

Section I. Background Information

Factor 1. Teacher Background (items 1.01 - 1.03)
Factor 2. Teaching Assignment (items 1.04 - 1.05)
Factor 3. SSR Allocated Time (items 1.06 - 1.07)
Factor 4. Available Resources (items 1.08 - 1.10)

Section II. Pre-reading Activities

Factor 5. Verbal Interaction -- Teacher Focus (items 1 - 3)
Factor 6. Related Media Introduction -- Teacher Focus (items 4 - 7)
Factor 7. Verbal Interaction -- Student Focus (items 8 - 10)
Factor 8. Related Media Introduction -- Student Focus (items 11 - 12)

Section III. Reading Time Behavior

Factor 9. SSR Focus (items 13, 16, 17)
Factor 10. Other Curricular Focus (items 14, 15, 18)

Section IV. Student Response Tasks

Factor 11. Personal Responses (items 19 - 21)
Factor 12. Written Responses (items 22 - 26)
Factor 13. Oral Responses (items 27 - 30)
Factor 14. Related Media Responses (items 31 - 33)

Section V. Assessing Progress

Factor 15. Recording Information (items 34 - 36)
Factor 16. Formal Evaluation (items 37 - 41)

Section VI. Support Activity

Factor 17. Recommending Material (items 42 - 43)
Factor 18. Parent Development (items 44 - 47)
Factor 19. Professional Development (items 48 - 51)

V. TABULATING RESPONSES FROM THE TEACHER SURVEY

I. Tabulating Responses on an Individual Survey

Tabulating responses on one of the surveys may be very helpful for the individual teacher. Each of the surveys is rather lengthy and detailed. The tabulation Guides are especially helpful in directing the teacher's attention to patterns in his/her responses on the survey. Key to the tabulation of responses are the Tabulation Guide Outlines described in the preceding part of this manual.

A. Using the Tabulation Guide for a Single Survey

Step 1. Using the appropriate Tabulation Guide Outline, record the numberical responses (i.e., 0, 1, 2, or 3) for each item within each Factor.

Step 2. Obtain the Sum for the numberical values for responses on each item in a Factor.

Step 3. Divide that sum by the number of items in that Factor. The resulting score (or Mean) should be between 0.0 and 3.0.

B. Sample Calculation for One Factor

In order to get a general picture of his/her responses on the Responding to Literature Survey, a 10th grade teacher decided to tabulate his/her responses. For Factor 5, Transmit Cultural Tradition, the teacher proceeded as follows:

Step 1.	Items in Factor 5	Response
	3	2
	9	1
	13	2
	16	1

Step 2. 2 + 1 + 2 + 1 = 6

Step 3. 6 divided by 4 = 1.5, the Mean for Factor 5. (See Part III. for further details.)

II. Tabulating Group Responses on a Teacher Survey

Although each Assessment Survey serves a very important self-analysis function for the individual teacher, each of the surveys also may be used to obtain a general profile for a specific group as well -- e.g., the literature instruction practices of all 11th grade college preparatory teachers, or the written composing instruction practices of all 4th and 5th grade teachers, or the supportive behavior for the

oral composing component by parents of 7th graders, etc. What will be a meaningful "group" must be determined at the local school level.

A. Tabulating Responses in Section 1

The items in Section 1 of the Teacher Survey relate to background or contextual aspects of the group under consideration. The most calculation in a simple average for the group on the one or more items which are of interest.

B. Tabulating Responses in Section 2

The items in Section 2 of the Teacher Survey provide information on how time is spent (or general content choices) within the domain of the survey. Tallying the number of responses in each box or cell of the charts will yield a frequency distribution for the group of teachers. That distribution reflects the pattern(s) of responses by the group(s) of teachers.

C. Tabulating Responses for Section 3 Through Section 10

Items in Section 3 through Section 10 on each Survey may be examined separately or in clustered groups called Factors. As explained in the introduction to the Tabulation Guide Outlines, a Factor is a label placed upon a group of items that are closely related in form or function. For example, on the Written Composing Survey, Factor 8 is called Verbal Interactive Strategies because each of the four items included within it (items 23, 24, 25, and 26) represent classroom behaviors in which some kind of verbal interchange between teacher and students or among students is carried out as a prewriting strategy.

D. Calculating Group Means for Individual Items

Step 1. Record the numerical response for each person in the group. Recall that each person has placed a 0, 1, 2, or 3 in the space to the left of each item listed. If no response is listed on an individual survey, record a 0 for that person on that item.

Step 2. Add the numerical response values for the group.

Step 3. Divide that sum by the number of individuals in the group. The resulting Mean score should fall between 0.0 and 3.0.

E. Sample Calculation for Group Mean on an Individual Item

Let us assume that we want to see how all junior high school teachers as a group responded to items on the Written Composing Survey. There are 10 junior high teachers. On item 23, the

extent to which they led class discussions on topics before having students write on the topics, they responded as follows:

Step 1.	Teacher	Response on Item 23
	1	1
	2	1
	3	2
	4	2
	5	3
	6	2
	7	2
	8	3
	9	1
	10	1

Step 2. 1+1+2+2+3+2+2+3+1+1 = 18

Step 3. 18 divided by 10 = 1.8, the Mean Response of this group on item 23. (See Part III. for further details.)

F. Calculating Group Means for Factors

Recall that a Factor is a cluster of individual items that are related in form or function. The group Means for Factors then can provide more direct insight into the groups' practices in a broad but clearly defined aspect of instruction. To calculate the group mean for a Factor, first complete the calculations for the group on individual items, then proceed as follows:

Step 1. Record the calculated group means for each of the items in the Factor.

Step 2. Add these mean scores together.

Step 3. Divide the sum by the number of items in the Factor. The resulting Mean score should fall between 0.0 and 3.0.

G. Sample Calculation for Group Mean on a Factor

Let us assume that, using the context described in E., we wanted to see how these 10 junior high teachers responded on the four specific types of behavior that are part of Factor 8. We would proceed as follows:

Step 1.	Items in Factor 8	Calculated Group Mean
	#23	1.80
	#24	1.30
	#25	1.45
	#26	1.45

Step 2. 1.80+1.30+1.45+1.45 = 6.00

Step 3. 6.00 divided by 4 = 1.50, the Group Mean for Factor 8. (See Part III. for further details.)

III. Interpreting Tabulated Data

The Mean scores for Factors of Individual surveys, for individual items for groups of teachers, or for Factors for groups of teachers should not be interpreted too literally. These calculations are most useful as indicators of the general frequency of a particular behavior or type of behavior. In general, means of 2.5 - 3.0 reflect a very high degree of use; mean scores between 1.75 - 2.5 reflect a moderate degree of use; mean scores between 1.0 - 1.75 reflect an extremely low degree of use. Remember too that it is operationally impossible for each teacher to be doing everything in any one class on a regular basis. Also, what may be a "good" profile can vary dramatically from class to class, can be quite different at different grade levels, and in all likelihood will reflect marked differences among schools or school districts. The major issue is determining the extent to which the observed profile is <u>appropriate in its own context</u> and that determination must be made at the local level.

VI. ADMINISTERING THE STUDENT SURVEYS

The student surveys for each of the five domains in the Survey Package are intended for use during class time or as part of large group assessment. Although the student forms are considerably shorter than the teacher forms, it would still be unwise to plan to use more than one or perhaps two surveys at any one sitting. In general, administration time ranges from about five minutes per survey for older students who are capable readers to 15 minutes for younger students and/or less able readers.

For able readers, a survey can be presented to the group with little difficulty. To allay any potential anxiety about the purposes of the assessment, it is helpful to explain the focus for the survey right at the outset -- i.e., to highlight that the outcome is a description of that particular aspect of their curriculum and not an evaluation of their teacher. The results tell what was going on in the class and not how well the teacher was carrying out those activities. Since the curriculum includes both the substance studied and the learning activities used as part of that study (i.e., both content and process), the results of the assessment help their teachers and other teachers in their school examine the actual rather than the theoretical curriculum in their school and guide those teachers in making decisions about curriculum change. The students taking the survey should also be reminded that this kind of description is meaningful only if each person completing the survey does so honestly.

If students raise questions about the meaning of particular items or words, an effort should be made to answer the questions simply but without bias. That is, in answering a question, the person administering the survey should avoid any indication of preference or non-preference, approval or disapproval. Also, students should be reminded that there will be many items on a survey reflecting class activities that they have not done that year. It is not likely that any one teacher in any one class would use all of the activities listed.

For younger students and/or for less able readers, it may be beneficial for the person administering a survey to read aloud each of the items. In general, with this assist, children, even as young as 2nd graders, seem to be able to use the 0, 1, 2, 3 frequency key with little difficulty. As with older students, it is also helpful to inform younger students about the general purposes for the survey, to let them know that they can ask questions, and to assure them that there will be some activities listed that they have not done or can't recall doing during the year or ever before. Also, they too should be reminded that they should answer in terms of what they recall doing not whether they liked or disliked the activity.

READING STUDENT

VII. ASSESSMENT SURVEY V: STUDENT RESPONSE FORM
Sustained Silent Reading

I. Background Information

a. Teacher's Name _____

b. Grade _____ Class Period _____

c. School _____

d. Is there a library in

your neighborhood?	____ Yes	____ No
your school?	____ Yes	____ No
your classroom?	____ Yes	____ No

e. How often do you get an opportunity to do Independent Reading (Free Reading or Sustained Silent Reading) in your Language Arts/English class? (check one)

____ Never
____ About once or twice a year
____ About once a month
____ About once each week
____ About three or four times a week
____ Usually every day

f. When we do have Sustained Silent Reading time in class, we (check one or more)

____ may bring to class whatever we want to read.
____ may bring to class our own books or we can read from books, magazines, or newspapers available in the classroom.
____ may bring our own reading or can get something to read from the school library.
____ must choose from among the selections in the class or school library

II. Classroom Practices

Teachers can have you do many things as part of the way they work with you in Sustained Silent Reading. We have listed a number of things below. Indicate how often your teacher used each activity in your class during the year.

0 = Never, Not at All
1 = Not Often, maybe two or three times during the year.
2 = Sometimes, at least five or six times during the year.
3 = Very Often or Regularly during the year.

READING STUDENT

During the time for Sustained Silent Reading:

____ 1. the teacher talks to us about authors or books that we might be interested in reading.
____ 2. the teacher shows us movies, filmstrips, or advertisements about authors or books that we might be interested in reading.
____ 3. other students talk to us from or about books that they have read.
____ 4. other students act out scenes from books that they have read.
____ 5. other students share with us things that they have written or created related to books that they have read.
____ 6. the teacher talks with us individually about books we have read.
____ 7. the teacher reads along with us.
____ 8. the teacher works with other students on other kinds of activities.
____ 9. the teacher does other kinds of things while we read.
____ 10. the teacher keeps track of how many and what kinds of books or magazines I read.
____ 11. I have to write my reactions to my reading in a journal or diary.
____ 12. I have to write reports on the reading I do.
____ 13. I have to write "reviews" or reactions of my reading for the teacher or the class.
____ 14. I have to write stories, poems, or plays like or about what I have read.
____ 15. I have to give oral reports on what I have read.
____ 16. I have to read from or act out things from what I have read.
____ 17. I can share my reactions to what I have read using films, music, or pictures.
____ 18. I get grades on what I have written about my reading.
____ 19. I get grades on my oral presentations about my reading.
____ 20. I get grades on the projects or demonstrations I give related to my reading.
____ 21. I have to take tests on what I have read.

VIII. ADMINISTRATING THE ADMINISTRATOR AND PARENT SURVEYS

The administrator survey and the parent survey are shortest and easiest to use. For administrators and parents, there is a one-page survey for each of the five major domains within the PCRP assessment framework. Directions on each survey are clear and straight forward and should cause neither confusion nor uncertainty. These surveys can be mailed to parents for completion at home, or they can be administratered in person either individually or in groups. It should take an individual no longer than four or five minutes to complete a survey.

If an in-person administration is being conducted, it may be helpful to remind the administrator and/or parent group to use the frequency key described in the directions to each survey, and to be aware that any one person is not likely to be doing all of the activities listed. For parents it will also be helpful to reiterate that responses should be specific to a particular child; more than one form should be completed if the parent has more than one child in the system.

READING ADMINISTRATOR

IX. ASSESSMENT SURVEY V: ADMINISTRATOR RESPONSE FORM
Sustained Silent Reading

Name or Code #_____

Date _____

School _____

Directions: Sustained Silent Reading (SSR) refers to the independent or personal reading that students do during the time set aside for that in your school's curriculum. About how much time is formally set aside for SSR?

Grade(s) _____

_____ (a) No specific amount of time is designated.
_____ (b) SSR is expected to be done less frequently than once per week.
_____ (c) It is expected that SSR periods are done at least once per week but not daily.
_____ (d) It is expected that SSR periods are done each school day.

As a school administrator, there are many things that you can do to support the SSR part of the school curriculum. Some of these are listed below. In the space provided to the left of each statement, please indicate your estimate of how often you do or provide each behavior listed.

0 = NEVER - means that you do not do or provide this during the year.
1 = INFREQUENTLY - means that you do or provide this perhaps once or twice during the year.
2 = SOMETIMES - means that you may do or provide this no more than five or six times during the year.
3 = REGULARLY - means that you do or provide this frequently during the year.

_____ 1. I set aside time for school personnel to participate in SSR.
_____ 2. I participate in SSR periods together with teachers and students.
_____ 3. I suggest to teachers books for or about young people that they might recommend to their students for reading during SSR periods.
_____ 4. I recommend reading materials to the school and/or local librarian.
_____ 5. I recommend reading materials to parents for their children's independent reading.
_____ 6. I recommend to parents that they set up SSR periods at home.
_____ 7. I read new books or articles dealing with the use of SSR in schools.
_____ 8. I read new books that might be interesting to students like those in my school.
_____ 9. I participate in in-service programs dealing with the use of SSR or with reading development.
_____ 10. I encourage teachers to participate in in-service programs dealing with SSR or with reading development.

READING PARENT

X. ASSESSMENT SURVEY V: PARENT RESPONSE FORM
Sustained Silent Reading

Name _____

Child's first name _____

Child's grade level _____

Directions: Sustained Silent Reading refers to the independent or personal reading your child does during the time set aside for that in your school's curriculum. As a parent, there are many things that you can do to support the sustained silent reading (SSR) part of the school program. We have listed some of these below. In the space to the left of each statement, please indicate your estimate of how often you do or provide what is listed.

0 = NEVER - means that you do not do or provide this.
1 = INFREQUENTLY - means that you do or provide this perhaps once or twice during the year.
2 = SOMETIMES - means that you may do or provide this no more than five or six times during the year.
3 = REGULARLY - means that you do or provide this frequently during the year.

_____ 1. I keep track of the kind of reading my child does on his/her own at home and school.
_____ 2. I set aside regular reading periods at home for all members of the family.
_____ 3. I read to or with my child at home.
_____ 4. I talk with my child about the independent reading he/she does.
_____ 5. I encourage my child to respond to what he/she reads in a variety of ways.
_____ 6. I share my own responses with my child to the reading I do.
_____ 7. I share my responses to the reading I do with others in our family or in our community.
_____ 8. I make available at home a variety of things for my child to read.
_____ 9. I encourage our family to use available library resources for our independent reading.
_____ 10. I recommend to the school or local library staff various selections that I think would be valuable and interesting for children to read.